

The Impact of Assertiveness Training on High School Students' Emotional Quotient (EQ) in Tehran

Mitra Sadat Noghabaei^{1*}, Zahra Abbaspoor Azar²

¹Saveh branch, Islamic Azad University, Saveh, Iran; ²Karaj Islamic Azad University

*Email: mnoghabayi@yahoo.com

Received for publication: 10 January 2015.

Accepted for publication: 30 April 2015.

Abstract

The present research aimed at analysis of the impact of assertiveness training on emotional quotient of female freshman high school students of Tehran. The sample population includes 258 students who were randomly chosen and were divided into control and experimental group, who were pre-tested by Shoot EQ and ASA assertiveness questionnaires. The experimental group was exposed to independent variable (assertiveness training) for 45 minutes per week (8 sessions altogether). Afterwards, both experimental and control group answered EQ and assertiveness questionnaires. This research is experimental (pre-test – post-test with control test) and data analysis with co-variance analysis method at the significance level ($P < 0.01$) showed that training assertiveness significantly affects the increasing emotional quotient, increasing emotional perception, managing self-related emotions, emotional productivity. However, the results show that assertiveness training does not significantly impact others' emotion management at the significance level ($P > 0.05$). Since the observed capability and the level of impact are high, we can confidently mention the impact of intervention in these variables.

Keywords: Assertiveness, EQ, IQ

Introduction

Human is a social creature and needs to communicate with others in a way that most supreme needs and his creativity is only through interaction and social communication (Biabangard, 1995). One of the problems that have an impact on students' efficiency of teenagers and prevents efflorescence of competencies and their thinking and emotional power is the problem of lack of confidence in their abilities and the problem of communicating and maintenance of the communication.

Teaching brevity or assertiveness which is very common today can be useful for people who have the above-mentioned problem. These are skills taken into account in teaching-oriented social skills whose efficiency is shown in some analysis (Guvén, 2010). Alberti and Emonse (2001, cited in Saheb Zamani et al. 2009) indicate that decisive behavior improves equality in human communication and enables us to act according to our interests, to stand out for our desires without anxiety, to express our honest feelings and to use our personal rights without ignoring others' rights (Saheb-Ol-Zamani, Norouzi Nia, Alilo and Rashidi, 2009).

With regard to applying brevity training as a treatment method, numerous researches were conducted. Ashouri et al. (cited in Saheb-Ol-Zamani et al. 2009) showed in their research that concentrated group-treatment on assertiveness cause decreasing aggressiveness and increasing educational progress. Sepah Mansoor also in a study aimed at determining the impact of teaching life skills on progress motivation, self-respect and social compatibility of female students concluded

that teaching life skills on self-esteem significantly impacts progress motivation and social compatibility (ibid).

Intelligence is one of the issues which psychologists paid attention to and during the history of psychology they were determined to study the nature of intelligence and its types, its variety etc. when we speak about intelligence, features such as rapid learning, exact and immediate calculation and new solutions.

Although emotional quotient goes back to the last decade, the studies and articles in this area over the years come to mind compared to other psychological areas. Emotional quotient is considered the latest subjects for experts in case of understanding the difference between reason and excitement. Despite the primary discussions, here thinking and excitement is considered as a subject for compatibility and intelligence.

Numerous articles have been already written about Intelligence Quotient or IQ and many researches have been written in this regard. However, EQ is a new term born in the field of psychology and they are trying to find information in this regard.

EQ is a term that has been less explained and its impacts on Prosperity and happiness is amazing and its impact on management and organizations has become highly important.

In the area of psychology, the theoretical roots of EQ go back to the outset of EQ movement. A. L. Soor Andrik (1920) the professor of psychology of teaching in the teacher training college of Colombia University was the first one who proposed some aspects of EQ as social intelligence. In 1920, he believed that social intelligence includes expanded factors that each refer to different capabilities regarding intelligence and its different dimensions. With regard to EQ, many years ago Aristotle said: madness is easy and all people can go mad but madness against right people to an appropriate level, in at appropriate time, for an appropriate reason and in an appropriate way is not easy.

Daniel Golman, an expert in behavioral sciences and author of the book "working through EQ" is the first who introduced this concept in the era of organization. Golman believed that EQ is a competence, skill or capability which deeply includes all the capabilities of an individual. Baron in 1990 was the first one who took steps towards evaluation of EQ as a criterion of health and finally EQ in 1990 was proposed by a psychologist named Salovi and his colleague Gohn Mayer for mentioning the quality and others' feelings and the ability to favorably control behavior. In fact, this intelligence includes recognition of one's and others' feelings and using it to take appropriate decisions in life. In other words, it is a variable which motivate one at the time of fail. Regarding the fact that a large percentage of our country's population are teenagers, it is necessary to prepare appropriate educational equipment to equip them. In this research, the efficiency of assertiveness training on educational EQ of students is studied.

The present research is experimental (pre-test – post-test with control group), in this research, we tested two hypotheses. The main hypothesis in this research is analysis of the impact of assertiveness training on EQ and the sub-hypothesis is the analysis of assertiveness training on the elements of EQ.

Methodology

Statistical population

The statistical population of this research includes all high school students of the Region 2 of Tehran province. The number of all female and male students of this area is 7800, among which 4200 students are female high school students dispersed in 21 schools.

Sampling method

The sample used in this research which is compatible with experimental research method are 258 people. Using the multi-step cluster sampling method from girl high schools of Region 2 of Tehran, four schools were chosen as a sample at the first grade which one was randomly chosen as experimental group and the other as the control group.

It should be noted that the sample was collected in two steps. First, 258 students answered the questionnaires and then 129 students who had the lowest grades in the questionnaires were divided into experimental and control groups.

Data collection tools

The method of data gathering in this research is both field study and library method. In order to gather the information about the previous studies, the library method was used and with regard to questions and objectives, field study was used.

The tools for data collection in this research are two questionnaires of EQ and assertiveness Shoot EQ questionnaires.

In order to measure EQ and assess its sub-scales in this study, Shot EQ self-assessment questionnaires was chosen and analyzed as a measurement tool. Shot EQ self-assessment test includes 33 self-description sentences for assessing EQ (emotional) by Shoot et al. (1998) and designed based on Mayer and Salovi EQ pattern (1990) and was built on the new theory of Mayer and colleagues. The 33 questions included four sub-scales as emotional perception, self-emotion control, others' emotion control, and emotional productivity.

The grading method in this questionnaire is to grade options such as totally disagree 1, disagree 2, neither agree nor disagree 3, approximately agree 4 and totally agree 5. Moreover, sentences 5, 28 and 33 are graded inversely (totally disagree 5, to totally agree 1). The total of grades of 33 test items is meaningful with regard to table 1.

The grade of each item was calculated separately and then the grades of four sub-scales were gathered and the total grade was obtained. In this questionnaire, the more the grade is, the higher the EQ.

Table 1. Grading method in the questionnaire

The level of EQ	Grades
Very low	Lower than 97
Low	Between 97 to 114
Average	Between 114 to 131
High	Between 131 to 148
Very much	More than 148

Reliability and validity of the questionnaire

The reliability coefficient is represented in the following table using Cronbach's alpha method by Siarouchi et al. (2000) and Mohammadi and Khosro Javid (2002).

Table 2. Reliability of the questionnaire

Reliability coefficient	The total of test	Emotion tool	Emotion adjustment	Emotion use
Siarouchi	0.84	0.76	0.66	0.55
Khosro Javid	0.81	0.68	0.78	0.50
Mohammadi	0.84			

Regarding validity, in a study conducted by Canadian students Shoot EQ scale correlation was reported with Alexi Timia scale -0.52, Neurosis -0.37, extroversion -0.51, openness -0.27, Construction-0.81, Deontology -0.38, potential of depression -0.38, ($P<0.001$) (Salkofski, Austin and Minski, 2003, cited in Mohammadi, 2002). And, Khosro Javid also reported correlation grades of Shoot EQ correlation grades with depression -0.33, anxiety -0.25 and Alexi Timia -0.15 ($P<0.05$). Mohammadi 2006 states that this correlation coefficient shows criterion validity of the test.

ASA assertiveness questionnaire

In order to assess assertiveness, ASA questionnaire, proposed by Youli, Halberg, Selmon and House, was used. This scale includes 33 items each having 3 options, one of them was considered as an appropriate answer, which was graded 1 and the rest was graded 0. Higher grades in this scale indicates higher ASA. In Yadavari research (2004), the validity coefficient of this test was calculated by correlating its grades with Kooper Smith self-esteem and the resulted coefficient of 0.27 was significant ($P=0.0$). Also, the reliability of this scale was calculated through Cronbach Alpha as 0.4 and 0.3.

Results

In table 3, descriptive information of variables including mean and standard deviation are represented. This table indicates descriptive features of research variables in pre-test and post-test with a differentiation between (control and experimental) groups.

Table 3: Descriptive statistics of research variables in pre-test and post-test

Variable		N	Pre-test		Post-test	
			Mean	SD	Mean	SD
Emotional perception	control	18	25.67	4.37	23.94	3.33
	experimental	19	25.67	3.84	28.89	1.82
Self-emotion control	control	37	17.61	3.16	17.67	3.43
	experimental	18	18.84	5.33	22.32	3.15
Others' emotion control	control	19	24.67	2.54	24.61	3.11
	experimental	37	22.42	3.55	26.00	4.03
Emotional productivity	control	18	11.22	1.93	11.22	1.00
	experimental	37	11.47	2.39	13.32	1.34
EQ	control	37	79.17	7.67	7.44	7.55
	experimental	18	78.00	10.43	90.53	7.72

In order to analyze the impact of training assertiveness on the increase of EQ along with its elements, ANCOVA was used, which provides the possibility of analyzing the impacts (pre-test and post-test). Before doing statistical analysis of hypotheses about independency of individual's grades, normality of variables' distribution using Kolmogorov – Smirnov – Test (K-S), linearity using Test for linearity at the level of ($P<0.01$) was observed. Also, observing hypotheses of variances' homogeneity using SPSS software was studied which will be analyzed. Based on Levin test, emotional perception ($F=1.12$; $P= 0.31$), self-emotion control ($F=3.51$; $P= 0.11$), others' emotion control ($F=1.13$; $P= 0.25$), emotional productivity ($F= 2.87$; $P=0.07$), EQ variable ($F= 1.45$; $P=0.23$), the assumptions of the equality of variances are confirmed.

Table 4: Results of ANCOVA in post-test

Variable	SS	df	MS	F	P	The observed ability	Squares
Emotional perception	221.59	1	221.59	33.31	0.0001	1.00	0.48
Self-emotion control	190.97	1	190.97	17.24	0.0001	0.98	0.33
Others' emotion control	14.14	1	14.14	1.05	0.31	0.17	0.03
Emotional productivity	40.88	1	40.88	28.51	0.0001	0.99	0.45
EQ	1568.86	1	1568.86	26.15	0.0001	0.99	0.43

In table 4, the main impacts of research variables are reported. Based on results, since the F value obtained in the variables of emotional perception ($F=31.33$), self-emotion control ($F=17.24$), emotional productivity ($F=28.51$) and EQ ($F=26.15$) are significant at $P<0.01$, it can be concluded that assertiveness training significantly increases EQ, which confirms the main hypothesis, emotional perception elements, self-emotion control, which confirms the sub-hypothesis. However, the results showed that assertiveness training does not significantly impact the variable of others' emotion control at the significance level ($P>0.05$). Moreover, since the observed ability and the level of influence in the above variables is high, the impact of intervention programs in the above variables is confirmed.

Conclusions and discussion

The results of ANCOVA at the significance level ($P<0.01$) show that assertiveness training does not significantly impact an increase in EQ (approval of the main hypothesis), and an increase of emotional perception element, self-emotion control, emotional productivity (approval of the main hypothesis). However, the results showed that assertiveness training does not significantly impact the variable of others' emotion control at the significance level ($P>0.05$).

Since the observed ability and the level of impact in the above variables are high, the impact of experimental interfere confidently affects the above variables. Due to lack of any similar research to this research, this study was conducted for the first time.

References

- Afrasyabi Aar, A., Mohammad Hossein, S. & Momeni, E, et al. (2002). Awareness, attitude and the performance of nurses in the care of dying patients in hospitals of Hospitals Medical University of Yasooj, Armaghan Danesh Magazine, 8 (31), 2-8.
- Biabangard, E (1995). Methods for enhancing self-esteem in children and teenagers. First print. Tehran: Society of Parents and Teachers.
- Asemian, F. (2005). The relationship between cognitive styles (divergent, convergent, accommodating absorber) with components of self-regulated learning and academic achievement of students in the second year of high schools in the city of Tabriz in the 84-83 school year. MS Thesis, University of Allameh Tabatabaie.
- Dehghan Firooz Abadi, T. (2007). Analysis of the efficiency of teaching positive self-talk on the increase of public self-efficiency beliefs of women. MA thesis, Allameh Tabatabaie University.

- Fensterhaym, H., & Jane B. (2005). Laboratory practice decisiveness, translated Chinese A., (2004), Retrieved from site: <http://www.magiran.com>.
- Klinke, C. L. (2002). Life skills. Translated by S. Mohammad Khani, Tehran: Espand Honar.
- Jalali, D. & Nazari, A. (2009). The impact of teaching social learning pattern on Special Issue, self-confidence, Assertiveness behavior and educational progress of third class students of guidance school, behavioral sciences researchers, 7 (1), 53.
- Karim Zadeh, M., & Mohseni, N. (2006). Examining the relationship between academic self-efficacy with academic achievement among the second class high school girl students in Tehran (Mathematical Sciences and Humanities). Women's Studies, 4 (2), 45-29.
- Motamedin, M. (2004). Effects of teaching counteracting strategies with irrational beliefs (based on cognitive approach) on beliefs and marital satisfaction in couples referring to counseling center of Social Welfare family in Ahvaz . MA thesis, College of Educational Sciences and Psychology, Shahid Chamran University.
- Naderi, F., & Shokohi, M. (2010). The relationship between optimism, humor and social maturity, and death anxiety in nurses of Golestan Hospital of Ahvaz. New findings in psychology.
- Nissi, A., & Shehni Yeilagh, M. (2001). The effects of Assertiveness training, Self-esteem, social anxiety and mental health of anxious high school male students in Ahvaz city. Journal of Educational Sciences and Psychology, Shahid Chamran University of Ahvaz, 8 (1 and 2), 30-11.
- Paezi, M. (2003). The impact of teaching self-esteem on the improvement of life and educational progress of sophomore high school students. M.A. thesis. Tehran: University of Teacher training.
- Reiss, S. & Rodrik. S. G. (1991). Training assertiveness, how to become the one you really are. Translated by Manyeh Shehni Yeilagh and colleagues (2000), Ahvaz: Shahid Chamran University.
- Sahebalzamani, M., Noruzinia, R., & ALilo, L. (2009). Effect of assertiveness training on self-esteem and decisiveness secondary school students. Urmia Medical Journal, XXI, 58-53.
- Salehi, M. & Enaiati, T. (2009). Comparison of study and learning strategy norm and its relationship with students' academic achievement, Journal of new thoughts in educational sciences, 4 (3), 81-63.